

**TEACHING RECOUNT TEXT AT THE TENTH GRADE OF OFFICE
ADMINISTRATION DEPARTMENT OF SMK N 1 BANYUDONO
IN 2015/2016 ACADEMIC YEAR**



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ABSTRACT

This study focuses on teaching writing recount text at the tenth grade of Office Administration Department of SMK N 1 Banyudono. This study is aimed at describing the process of teaching recount text, teaching objective, curriculum, syllabus, roles of teacher and the students, material, the approach of teaching writing, assesment, and the problems faced by the teacher and students. This research is a descriptive qualitative research. The subject of this study is the English teacher and the tenth grade students of Office Administration Department. The methods of collecting data are observation, content of document analysis, and interview. In analyzing data, the writer uses an interactive model, namely, data reduction, data display, and conclusion. Based on the research finding, the objective in teaching recount text is to expected the students to produce the recount text both orally and in written form. The curriculum is the 2013 Curriculum. The syllabus is theme-based syllabus. The roles of teacher are as monitor, motivator, controller, model, material developer, and evaluator. The students' roles are as listener and performer. The teacher brings another material which is suitable with the topic. The teacher does not always implement all of four steps of genre-based approach, namely, Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). The assesment used in assessing writing is analytic scoring. The problems faced by the teacher are; 1) classroom management, 2) limited time, and 3) different capability of the students. The problems faced by the students are; 1) distinguishing verb, 2) developing idea, and 3) lack of vocabulary.

Keywords : *teaching recount text and problems faced by the teacher and the students*

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ABSTRAK

Studi ini fokus pada pengajaran menulis teks recount di kelas sepuluh program Administrasi Perkantoran di SMK N 1 Banyudono. Studi ini ditujukan untuk mendeskripsikan proses pengajaran teks recount, tujuan pengajaran, kurikulum, silabus, peran guru dan peserta didik, materi, dan pendekatan dalam pengajaran menulis, penilaian, dan masalah-masalah yang dihadapi oleh guru dan peserta didik. Penelitian ini merupakan penelitian kualitatif deskriptif. Subjek dari studi ini adalah guru Bahasa Inggris dan peserta didik kelas sepuluh program Administrasi Perkantoran. Metode pengumpulan data adalah observasi, analisis isi dokumen, dan wawancara. Dalam menganalisis data, penulis menggunakan sebuah model interaktif, yaitu, reduksi data, penampilan data, dan kesimpulan. Berdasarkan penemuan penelitian, tujuan dalam pengajaran teks recount adalah untuk mengharapkan peserta didik untuk membuat teks recount baik secara lisan dan dalam bentuk tertulis. Kurikulumnya adalah Kurikulum 2013. Silabus yang digunakan adalah Silabus berbasis tema. Peran guru adalah sebagai pengawas, pemotivasi, pengontrol, model, pengembang materi, dan pengevaluasi. Peran peserta didik adalah sebagai pendengar dan sebagai pelaku. Guru membawa materi lain yang cocok dengan topic. Guru tidak selalu menerapkan semua empat tahap dalam genre-based approach, yaitu, Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). Penilaian yang digunakan dalam penilaian menulis adalah penilaian analitik. Masalah yang dihadapi guru adalah; 1) pengelolaan kelas, 2) keterbatasan waktu, dan 3) kemampuan yang berbeda dari peserta didik. Masalah yang dihadapi oleh peserta didik adalah; 1) membedakan kata kerja, 2) mengembangkan ide, dan 3) kekurangan kosa kata.

Kata kunci: *pengajaran teks recount dan masalah yang dihadapi guru dan peserta didik*

INTRODUCTION

In writing teaching learning, there are some types of text which have to be learnt by students. Recount text is one of texts taught in vocational school that has social function to retell past events, usually in the order in which they happened. The purpose of recount text is to give the readers or audience a description of what and when it occurred. The examples of recount text type are newspaper report, television interviews and letters. The generic structure of recount text is orientation, events, and re-orientation. Orientation is providing the setting and introducing participants. Events are telling what happened in what sequence. Re-orientation is optional-closure of events. The writer is interested in having study on teaching writing recount text and difficulties faced by the teacher and students during the class activity.

In writing of text, many students of vocational school found some problems. For example the students cannot differentiate the classification of verb (present form and past form), the students are still confused about the generic structure of recount text itself. Learners may have a limited scope of vocabulary, may suffer from inability to write coherent and cohesive texts, and may be unable to spell words and use grammatical structure correctly. Problems lead the students to claim that they have ideas but they do not have ability or the skill to express them in the target language. There are some problems which should be considered (Broughton, *et al.*, 2003: 116) such as (1) mechanical problems with English script; (2) problems of accuracy of English grammar and lexis; (3) problems of relating the style of writing to the demands of a particular situation; and (4) problems of developing ease and comfort in expressing what needs to be said.

The objective of the study is to describe the process of teaching recount text at the tenth grade of Office Administration Department of SMK N 1 Banyudono in 2015/2016. It is specially to describe the teaching objective, the curriculum, the syllabus, the roles of teacher and students, material, approach of teaching writing adopted by the teacher, and the assessment. It is also to describe the problems faced by

the teacher and the students in teaching recount text to the tenth grade of Office Administration Department of SMK N 1 Banyudono in 2015/2016 academic year.

There are some researchers which are already used as reference by the writer for her/his research because they have long been focused on the research of writing. Issacs (2012) draws the conclusion on her research that instructional methodologies used by the students not only to improve their drafts but also to become familiar with the complex processes of reading, assesing, and making revision choices about their own writing. Pujiastuti (2010) draws the conclusion that the aapproach used by the teacher in teaching writing recount text to the second year students of SMP N 2 Banyudono are Product-based approach and Process-based approach. Schultz and Laine (1987) concluded on their research that students develop strong and effective argument to improve students' writing skill in composing. Sari (2007) draws the conclusion on her research that the teacher conducted process-based learning in teaching writing, and the problems faced by the teacher in teaching writing are different capability of the students, less motivation of the students, and the clas management are limited. Syamsiyah (2009) concluded that the procedure used by the teacher at MTsN Mlinjon Klaten is appropriate with the genre theory and it makes atudents are able to develop their idea. And the last is Turner and Kearns (1996) draw the conclusion on their research that by giving assignment, it helps students to develop a socialological imagination.

Kirnble and Garmezy (1963:133) in Brown (1994:7) state that teaching is sharing or helping someone to learn how to do something by giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Klein (1996:2) defines learning as experiential process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation, or innate tendencies. Nunan (2003:88) defines writing as both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. The process of writing is often cyclical sometimes disorderly. Nunan (1988: 3) states that curriculum is concerned with making general statements about language learning,

language purpose, experience, and the relationship between teacher and learners. Nunan (1997:3) states that syllabus is more localized and is based on the accounts and records of what actually happens at the classroom level as teachers and students apply a curriculum to their situation. Teacher has two important roles in relation to the learners: asymmetrical relation, such as, the conductor of orchestra, therapist to patient, coach to player and symmetrical one such as the learner teacher relation as friend to friend, colleague to colleague, teammate to teammate (Richard and Rodgers, 1990: 240). According to Richard (1990:13), the roles of the learners:

related to approaches to learning, attitude to learning preferred learning styles and strategies, preferred learning activities, patterns of learner to learner interaction, patterns of teacher to learner interaction, degree of control learners exercise over their own learning, how learners characterize effective teaching and how learners characterize effective learning.

There are two ways in assessing students' writing, namely holistic scoring and analytical scoring. O'Malley (1996: 142) states that holistic scoring, scorer uses some criteria to finally produce the score of student's writing. Hughes (1989: 91) defines that analytical scoring is a method of scoring which requires a separate score for each of a number of aspects of a task are said to be analytic. There are some steps in writing process (White, 1992: 9-12). They are planning, drafting, writing and revising. The purpose of a recount is to give the audience a description of what occurred and when it occurred. Some examples of recount text type are newspaper report, television interview, eyewitness accounts and letters (Anderson and Anderson, 1997: 48). There are three approach in teaching writing, namely, Product-based Approach, Process-based Approach, and Genre-based Approach (Anthony, 1963:95) in (Fauziati (2002: 5)

Based on the explanation and reason above, the writer is interested in conducting a research on English writing teaching-learning process at SMK Negeri 1 Banyudono and it will focus on recount text. So the writer conducts the research entitled **TEACHING RECOUNT TEXT AT THE TENTH GRADE OF OFFICE**

ADMINISTRATION DEPARTMENT OF SMK N 1 BANYUDONO IN 2015/2016 ACADEMIC YEAR.

RESEARCH METHOD

This research was conducted on November 02 to November 20, 2015 at the tenth grade of Office Administration Department of SMK N 1 Banyudono in 2015/2016 academic year. The subject of the study are the English teacher and the tenth grade of Office Administration Department in SMK N 1 Banyudono in 2015/2016 academic year. The object of this study is teaching-learning recount text at the tenth grade of Office Administration Department of SMK N 1 Banyudono in 2015/2016 academic year. To collect the research data, based on the aim of the study, the writer applied three research techniques, namely: observation, interview, and document analysis. The data in this research are analyzed by using descriptive qualitative research. the writer uses an interactive model that includes three main components, namely: the data reduction, data display, and verification of data or conclusion.

RESEARCH FINDING AND DISCUSSION

Based on the research finding, the writer discusses the finding of the research. the discussion contains of teaching recount text that involves the teaching objective, curriculum, syllabus, roles of teacher and students, material, approach of teaching writing adopted by the teacher, the assesment, and the problems faced by the teacher and students with their strategies to overcome the problems.

A. The Process of Teaching Recount Text

Based on the observation, in the process of teaching recount text, there are several points that will be explained, they are:

1. Teaching Objective

Based on the observation, the general objective of the English teaching-learning process is to make the students able to communicate

fluently in English both orally and in written form and to apply the four language skills, namely: listening, speaking, reading, and writing. The general objective of teaching recount text is the students are expected to be able to produce written texts, to produce recount text by using the correct grammar, diction, punctuation, and spelling. The students are also expected to be able to develop or organize ideas so that they can produce a good text. The specific objective of teaching recount text is the students are expected to produce the recount text both orally and written form that are suitable with the environment's need.

2. Curriculum

The curriculum that is implemented for teaching recount text at the tenth grade of Office Administration Department of SMK N 1 Banyudono is the 2013 Curriculum.

3. Syllabus

The syllabus that is designed in English teaching-learning at the tenth grade of Office Administration Department of SMK N 1 Banyudono is Theme-based Syllabus.

4. The Role of the Teacher

Based on the finding, the teacher has role as a monitor that is the teacher monitors the students during teaching writing. Teacher as motivator, controller, model, material developer, and evaluator. Almost roles of the teacher are appropriate with the theory from Richard (1990: 12), that there are some kinds of teacher's role in the classroom, they are monitor of student learning, motivator, organizer and controller of pupil behavior, provider of accurate language models, counselor and friend, needs analyst, material developer, and evaluator. The roles of teacher in theory are appropriate with the teacher's role of the tenth grade of office administration department in SMK N 1 Banyudono, such as monitor of the student learning, motivator, organizer and controller of pupil behavior, provider of accurate models,

materials developer, and evaluator. In other hands, there are also roles which are not suitable with the theory, such as teacher as counselor and needs analyst.

5. The Roles of the Students

The students' roles are as a listener and the performer. Those roles do not appropriate with the theory according to Richard (1990: 13).

6. Material

Material has important role because it can support teaching recount text. The teacher usually uses text book for the tenth grade from Education and Culture Ministry of Indonesia 2014, but in teaching recount text, the teacher does not use it. The teacher brings another material which is suitable with the topic.

7. Approach of Teaching Writing Adopted by the Teacher

Based on the finding, the teacher adopts two approaches, they are Product-based Approach and Genre-based Approach. The teacher does not adopt Process-based Approach in teaching recount. The teacher rarely pays attention on the process, he only considers about the product of students' writing. The students will get good score if their works were free or had only few errors. It is appropriate with the theory according to Anthony (1963: 95).

Based on the observation, the writer found that the teacher adopts Genre-based Approach. The writer also found there are four steps of teaching-learning process used by the teacher in teaching recount text at the tenth grade of Office Administration Department in SMK N 1 Banyudono. They are Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). It is appropriate with the theory according to Hammond (1992: 17). Sometimes the teacher does not apply all steps in teaching recount text. According to Hammond (1992: 17) in Building Knowledge of the Field (BKOF) is the stage where the teacher and the students build the context,

share experiences, discuss vocabulary and grammatical. In Modelling of Text (MOT), the students are given a model of genre they will be reading and writing. In Joint Construction of Text (JCOT), the teacher and the students work together and try to construct whole examples of genre. And the last step is Independent Construction of Text (ICOT). In this step, the students have to do their task individually.

8. The Assessment

Based on the research finding, in assessing writing, the teacher makes a scoring rubric to make the scoring clear. The teacher uses analytic scoring in assessing students' writing. The teacher makes writing rubric to assess it, the aspects which are measured are content, organization, vocabulary, grammar, and mechanics.

B. The Problem Faced by the Teacher and the Students

In this session the researcher explains some problems faced by the teacher and the students with their strategies to overcome the problems.

1. The Problem Faced by the Teacher

Based on the finding, the problems faced by the teacher are: 1) classroom management: the classroom at the tenth grade of office administration department is dominated with female students so the situation of the classroom is very noisy, 2) limited time: the English schedule in SMK N 1 Banyudono is 2 x 45 minutes in a week, this time is used to teach all language skills, namely, listening, speaking, reading, and writing, 3) different capability of the students: every student has different capability in learning. The students who are categorized as the slow learner learn and receive the material slowly, so it makes the teaching-learning process of recount text does not run well.

Based on the research finding, there are some ways used by the teacher to overcome the problems, they are: 1) the teacher walked around the class to make sure the students paid attention to the explanation seriously or not, the

teacher gave questions randomly to the students so that the students paid attention on the teacher's explanation carefully, and the teacher gave the task in group in order to combine the active and the passive students, so that the passive one can be more active in discussing the task with their classmates, 2) the teacher has less time in teaching writing or other language skill, so he continues the material in the next meeting, or sometimes he give an extra time if it is needed, 3) the teacher gives some exercises to the students to know and measure the students' understanding.

2. The Problem Faced by the Students

The students also faced some problems in learning writing recount text, they are: 1) distinguishing verb: the students find difficulty when they have to change the present verb form into past form, they also do not understood yet in differentiating between irregular verb and regular verb, 2) developing idea during writing recount text: Some students get difficulties in developing their ideas in writing recount text and some of them also get difficulties to get and decide the idea before writing a recount text, 3) lack of vocabulary: the students do not translate their word from Indonesian into English easily because of lack of vocabulary itself and they find difficulty not only in translating from Indonesian into English, but also in translating from English into Indonesian, too.

The strategies to overcome the problems faced by the students in leaarning writing recount text are the students ask help to the teacher and their classmates who know about their difficulties. The students who have difficulties in developing paragraph, they need teacher's help to provoke their idea. The lack of vocabulary which the students have is also one of the problems in writing recount text. The students also realize that they are lack of vocabulary, so when they know the meaning of the word, they write it down on their note book.

CONCLUSION

Based on the research finding the writer concludes that, the teaching recount text at the tenth grade of Office Administration Department of SMK N 1 Banyudono has the teaching objective, curriculum and syllabus, the roles of teacher and the students, material, the approach of teaching writing recount text adopted by the teacher, and the assesment. The objective in teaching recount text at the tenth grade of Office Administration Department of SMK N 1 Banyudono is the students are expected to produce the recount text both orally and in written form that are suitable with the environment's need. SMK N 1 Banyudono implemented the 2013 Curriculum. The syllabus applied by the teacher is theme-based syllabus. The roles of the teacher in teaching recount text are as monitor, motivator, controller, model, material developer, and evaluator. And the roles of the students are as listener and performer. In teaching recount text, the teacher does not use the text book from Education and Culture Ministry of Indonesia 2014, the teacher brings another material which is suitable with the topic. The English teacher adopted two approaches in teaching recount text, namely Product-based Approach and Genre-based Approach. There are four steps of genre-based approach in teaching writing, they are Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). Sometimes the teacher did not implement all steps in teaching recount text. In assessing writing, the teacher makes a scoring rubric. The teacher uses analytic scoring in assessing students' writing.

The problems faced by the teacher and the students with their strategies to overcome the problems, as follows: the problems faced by the teacher in teaching recount text are classroom management, limited time, and different capability of the students. The problems faced by the students in learning recount text are distinguishing verb, developing idea, and lack of vocabulary. The strategies to

overcome the problems used by the teacher are: a) the teacher walked around the class, gives questions to the students randomly in order to make sure the students pay attention on the explanation seriously or not, b) the teacher continues the material in the next meeting, or sometimes he give an extra time if it is needed, c) the teacher gives some exercises to the students to know and measure the students' understanding and the teacher gives more attention to the slow learners rather than the fast learners. The strategies to overcome the problems by the students are: a) asking help to the teacher and their classmates who know about their difficulties, b) the students who have difficulties in developing paragraph, they need teacher's help to provoke their idea, c) the students write the new vocab and its meaning in their note book to improve their vocabulary.

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